

State Policies to Improve Teacher Preparation



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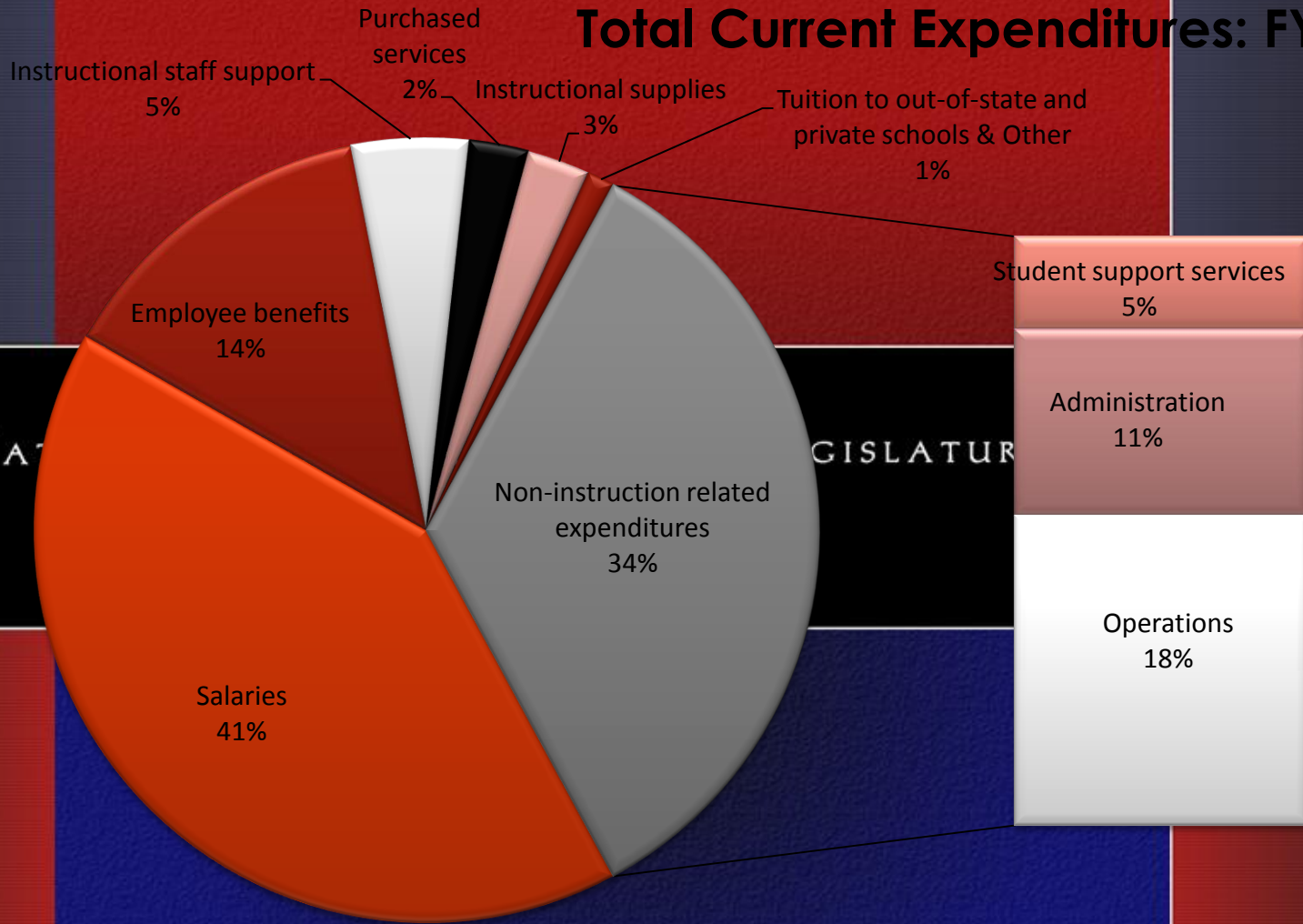
***A Presentation to Education Committee Chairs
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Total Current Expenditures: FY 2009

Instruction and instruction-related expenditures = **66%** of all current expenditures



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State Action: Improving Teacher Preparation



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- Teachers are prepared to use data and technology
- States cannot measure the effectiveness of programs
- Time it takes to prepare in traditional settings



State Policy Options

- Implement/allow high-quality alternative certification programs especially in high-



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students

- Encourage partnerships between preparation programs and districts
- Create grow-your-own programs
- Encourage a "lab approach", similar to the medical field



Teacher Performance Assessment Consortia

<http://aacte.org/Programs/Teacher-Performance-Assessment-Consortium/TPAC/teacher-performance-assessment-consortium.html>

- American Association of Colleges of Teacher Education (AACTE) and Stanford University have formed a partnership



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area-specific, performance-based assessment for pre-service teacher candidates, centered on student learning.

- The TPA will create a body of evidence of teaching competence, offer a vehicle for systematically examining the assessment data to improve teacher preparation programs, provide professional development to practicing teachers, and inform decisions about tenure of individual teachers.



TPAC

- The 25 participating states comprise the Teacher Performance Assessment Consortium. Each state

- The states include California, Colorado, Delaware, the District of Columbia, Georgia, Hawaii, Idaho,



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preparation institutions.

Oklahoma, Oregon, Tennessee, Virginia, Washington, West Virginia, Wisconsin, and Wyoming.



Contact Information

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